Index to Volume 44, 2000

Articles

Allix, N. M. The theory of multiple intelligences: A case of missing cognitive matter. No. 3, 272–288.

Bereiter, C. Keeping the brain in mind. No. 3, 226–239.

Clarke, H. Asymmetric information, public goods and central control: A critique of the West Review's education policy. No. 1, 76–90.

Connell, M. *See* Gardner, H. & Connell, M.

Cornford, I. R. Competency-based training: Evidence of a failed policy. No. 2, 135–154.

Craven. R. G., Marsh, H. W., & Print, M. Gifted, streamed and mixed-ability programs for gifted students: Impact on self-concept, motivation, and achievement. No. 1, 51–75.

Davidson, N. *See* McInerney, D., Davidson, N., Sutton. R., & Tremayne, B.

Evers, C. W. Connectionist modelling and education. No. 3, 209–225.

Gardner, H. & Connell, M. Response to 'The theory of multiple intelligences: A case of missing cognitive matter' by Nicholas Allix (2000). No. 3, 288–293.

Gopintham, S. *See* Smith, I. D. & Gopintham, S.

Gray, M. C., Hunter, B., & Schwab, R. G. Trends in indigenous educational participation and attainment. No. 2, 101–117.

Hunter, B. *See* Gray, M. C., Hunter, B., & Schwab, R. G.

Lakomski, G. Education and cognition — Naturalistic explorations into the nature of mind and learning. No. 3, 203–208.

Louden, W. Standards for standards: The development of Australian professional standards for teaching. No. 2, 118–134.

Marsh, H. W. *See* Craven, R. G., Marsh, H. W., & Print, M.

McInerney, D., Davidson, S., Sutton., R., & Tremayne, B. Personal development, health, and physical education in context. No. 1, 26–42.

Phelan, T. J. Is Australian educational research worthwhile? No. 2, 175–194.

Print, M. *See* Craven, R. G., March, H. W., & Print, M.

Saha, L. J. Political activism and civic education among Australian secondary school students. No. 2, 155–174.

Schwab, R. G. *See* Gray, M. C., Hunter, B., & Schwab, R. G.

Smith, I. D. & Gopintham, S. Better, worse or different? A critique of 'Using language policies to highlight and contrast the values that shape multicultural societies: Examples from Singapore and Australia' by Beatrice Boufoy-Bastick (1997). No. 1, 43–50.

St. Julien, J. Changing conceptions of human intelligence and reasoning: Implications for the classroom. No. 3, 254–271.

Sutton, R. *See* McInerney, D., Davidson, N., Sutton., & Tremayne, B.

Tremayne, B. *See* McInerney, D., Davidson, N., Sutton, R., & Tremayne, B.

Walker, A. Leadership dilemmas of Hong Kong principals: Sources, perceptions and outcomes, No. 1, 5–25.

Yuen, A. H. K. Teaching computer programming: A connectionist view of pedagogical change. No. 3, 240–253.

Index to Volume 44, 2000

Articles

Allix, N. M. The theory of multiple intelligences: A case of missing cognitive matter. No. 3, 272–288.

Bereiter, C. Keeping the brain in mind. No. 3, 226–239.

Clarke, H. Asymmetric information, public goods and central control: A critique of the West Review's education policy. No. 1, 76–90.

Connell, M. *See* Gardner, H. & Connell, M.

Cornford, I. R. Competency-based training: Evidence of a failed policy. No. 2, 135–154.

Craven. R. G., Marsh, H. W., & Print, M. Gifted, streamed and mixed-ability programs for gifted students: Impact on self-concept, motivation, and achievement. No. 1, 51–75.

Davidson, N. *See* McInerney, D., Davidson, N., Sutton. R., & Tremayne, B.

Evers, C. W. Connectionist modelling and education. No. 3, 209–225.

Gardner, H. & Connell, M. Response to 'The theory of multiple intelligences: A case of missing cognitive matter' by Nicholas Allix (2000). No. 3, 288–293.

Gopintham, S. *See* Smith, I. D. & Gopintham, S.

Gray, M. C., Hunter, B., & Schwab, R. G. Trends in indigenous educational participation and attainment. No. 2, 101–117.

Hunter, B. *See* Gray, M. C., Hunter, B., & Schwab, R. G.

Lakomski, G. Education and cognition — Naturalistic explorations into the nature of mind and learning. No. 3, 203–208.

Louden, W. Standards for standards: The development of Australian professional standards for teaching. No. 2, 118–134.

Marsh, H. W. *See* Craven, R. G., Marsh, H. W., & Print, M.

McInerney, D., Davidson, S., Sutton., R., & Tremayne, B. Personal development, health, and physical education in context. No. 1, 26–42.

Phelan, T. J. Is Australian educational research worthwhile? No. 2, 175–194.

Print, M. *See* Craven, R. G., March, H. W., & Print, M.

Saha, L. J. Political activism and civic education among Australian secondary school students. No. 2, 155–174.

Schwab, R. G. *See* Gray, M. C., Hunter, B., & Schwab, R. G.

Smith, I. D. & Gopintham, S. Better, worse or different? A critique of 'Using language policies to highlight and contrast the values that shape multicultural societies: Examples from Singapore and Australia' by Beatrice Boufoy-Bastick (1997). No. 1, 43–50.

St. Julien, J. Changing conceptions of human intelligence and reasoning: Implications for the classroom. No. 3, 254–271.

Sutton, R. *See* McInerney, D., Davidson, N., Sutton., & Tremayne, B.

Tremayne, B. *See* McInerney, D., Davidson, N., Sutton, R., & Tremayne, B.

Walker, A. Leadership dilemmas of Hong Kong principals: Sources, perceptions and outcomes, No. 1, 5–25.

Yuen, A. H. K. Teaching computer programming: A connectionist view of pedagogical change. No. 3, 240–253.

Books Reviewed

Mackinnon, A., Elgqvist-Saltzman, I., & Prentice, A. (Eds.). *Education into the 21st century: Dangerous terrain for women?* (G. Tsolidis). No. 1, 91–94.

Prakash, M. S. & Esteva, G. *Escaping education: Living as learning within grassroots cultures* (R. Barnhardt). No. 2, 199–200.

Wegner, E. *Communities of practice: Learning, meaning and identifying* (N. M. Allix). No. 2, 195–198.

Whitty, G., Power, S., & Halpin, D. *Devolution and choice in education: The school, the state and the market* (A. Walker). No. 1, 94–96.

Book Reviewers

Allix, N. M. No. 2, 195–198.

Barnhardt, R. No. 2, 199–200.

Tsolidis, G. No. 1, 91–94.

Walker, A. No. 1, 94–96.